

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12GA3

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Bron Gayna Schmit

Official School Name: Simpson Elementary School

School Mailing Address: 4525 E. Jones Bridge Road

Norcross, GA 30092-1203

County: Gwinnett County State School Code Number*: 667

Telephone: (770) 417-2400 E-mail: bron_gayna_schmit@gwinnett.k12.ga.us

Fax: (770) 417-2406 Web site/URL: http://www.simpsonsuperstars.org/home.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Alvin Wilbanks Superintendent e-mail:
alvin_wilbanks@gwinnett.k12.ga.us

District Name: Gwinnett County Public Schools District Phone: (678) 301-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Louise Radloff

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12GA3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12GA3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 77 Elementary schools (includes K-8)
(per district designation): 26 Middle/Junior high schools
19 High schools
0 K-12 schools
122 Total schools in district
2. District per-pupil expenditure: 7549

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	20	6	26		6	0	0	0
K	68	65	133		7	0	0	0
1	88	76	164		8	0	0	0
2	88	82	170		9	0	0	0
3	90	83	173		10	0	0	0
4	83	79	162		11	0	0	0
5	87	74	161		12	0	0	0
Total in Applying School:								989

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
8 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
72 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 8%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	60
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	83
(4)	Total number of students in the school as of October 1, 2010	989
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 3%
Total number of ELL students in the school: 33
Number of non-English languages represented: 14
Specify non-English languages:

Chinese-Mandarin, Tamil, African (Other), Hindi, Swedish, Vietnamese, Romanian, Italian, Korean, Spanish, Russian, Yoruba, French, and German.

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 125

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%

Total number of students served: 169

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>42</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>14</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>63</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>2</u>
Classroom teachers	<u>53</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>19</u>	<u>4</u>
Paraprofessionals	<u>25</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>21</u>	<u>6</u>
Total number	<u>121</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Nestled alongside the Chattahoochee River in historic Norcross, Georgia, Simpson Elementary School was named for long-time teacher and child advocate, Miss Ludie Simpson. In this suburban area of Atlanta, Simpson, which currently houses approximately 1,000 students in grades PreK-Grade 5, opened its doors in 1993. Since the first student crossed the threshold, Simpson has been recognized as the flagship school of Gwinnett County Public Schools.

The mission of our school specifically focuses on increased student achievement in a safe and nurturing environment. “Simpson Elementary School, in partnership with parents and community, will challenge students to reach their full academic and behavioral potential.” This mission statement calls us to action as we work with a student population in which approximately twenty percent have special needs and thirty percent are identified as gifted learners. Staff members plan collaboratively to ensure instruction correlates to state and county standards, differentiation of instruction is in place and common assessments are used to inform instruction.

Since the 2005 inception of the Georgia Single Statewide Accountability System (SSAS) Awards from the Governor’s Office of Student Achievement, Simpson has annually earned the highest level award (Platinum) in the category of student achievement. In order to receive this prestigious distinction, a school must 1) make Adequate Yearly Progress for three consecutive years, 2) demonstrate at least 98% of students meet or exceed standards as measured by state assessments, and 3) demonstrate at least 35% of students exceed standards in all test areas as measured by state assessments. Additionally, our school proudly holds the title of 2010 Georgia School of Excellence.

Consistently, Simpson has had very high test scores in the county on both normed and criterion-referenced tests. A number of our students have been recognized at county, state, regional, national and international levels for superior achievement in extracurricular activities such as, but not limited to, Continental Math League, Odyssey of the Mind, PTA Reflections, Media Festival and Young Georgia Authors contests. Our focus everyday is on teaching and learning (with an emphasis on learning) to maximize student success.

We continue a history of excellence with grateful appreciation to the founding principal of Simpson who, along with an exemplary staff, established high expectations for both academic performance and positive behavior. Our school culture embraces seven Simpson norms – honesty, respect, responsibility, cooperation, kindness, perseverance and courage. These norms are reinforced and rewarded daily so students enjoy a school environment that breeds success. We support activities and programs that foster student leadership such as Student Council, drama, ambassadors, morning news program, Jump Rope for Heart and Relay for Life.

Our teaching staff is a remarkable blend of seasoned educators and recent graduates who bring a wealth of curriculum knowledge, expertise in research-based instructional strategies, technology skills, wisdom, enthusiasm and high energy. Our support staff takes pride in a clean school, nutritious breakfasts and lunches and a warm, welcoming atmosphere. Visitors to our school often comment there is a special feel when they step inside. Every staff member is a sparkling jewel, and when put together, resembles prisms of beautiful colors.

Our parents support our staff and students in achieving our goals of excellence. PTA membership rests at 100%. Parents, grandparents and community members visit our school daily to serve as tutors, classroom helpers, Media Moms, Art Moms, Field Day assistants, Drama Posse and classroom readers. We enjoy daily visits from parents and other relatives who join their children for lunch in our outstanding cafeteria. Through our PTA, all students have exposure to an enriching Arts in Education program. Parents also lead efforts in environmental education and healthy lifestyles. In 2009, our PTA raised funds to redesign our playground area to include new equipment, an outdoor classroom, a granite sitting wall, a brick patio and a turf sports area.

Simpson is a school within a community that values education. “Simpson Elementary – Where Every Child Is a Star” is our school motto. The staff and parents have been dedicated in this joint endeavor for nineteen years! To this end, our stars sparkle everyday!

1. Assessment Results:

A. Schools in Georgia annually administer the Georgia Criterion Referenced Test (CRCT) in reading and mathematics to students in third, fourth and fifth grades. Three performance levels are reported: “Does Not Meet”, “Meets” or “Exceeds” expectations. Simpson consistently has a high percentage of students who either meet or exceed expectations.

In recognition of Simpson’s high achievement on the state assessment, Simpson has earned the state’s top award, the Platinum Award, from the Governor’s Office of Student Achievement for the past seven years (since the award’s inception). To receive the Platinum Award, a school must a) make Adequate Yearly Progress (AYP) for three consecutive years; b) demonstrate at least 98% of students meet or exceed standards in all test areas as measured by the state assessment; c) demonstrate at least 35% of students exceed standards in all test areas as measured by the state assessment. Simpson was one of only twenty-eight elementary schools in the state of Georgia to receive this award in 2011.

In addition, Simpson was named a 2010 Georgia School of Excellence. The school’s test scores were in the top ten percent of schools in Georgia. Simpson continues to focus on providing a world-class education for ALL students.

These achievements have never been sufficient for Simpson standards, however. The school’s annual Local School Plan for Improvement (LSPI) goals and teachers’ annual Results Based Evaluation System (RBES) goals consistently seek to increase the percentage of students who exceed expectations.

B. When examining the performance levels on the CRCT data tables for 2007-2011 regarding the percent proficient (Meets) plus percent advanced (Exceeds), the totals consistently range from 94%-100%. One may note there was a dip among the highest five year totals on the 2010 assessment for third grade reading (95%), third grade mathematics (94%), fifth grade reading (96%) and fifth grade mathematics (94%).

The 2010 school year was the first year the scores of special education students who attended Simpson from other zone schools were included in Simpson’s data. Previously, those data were reported to the students’ home-zoned schools. As a result of our plan to increase student achievement for all students in general education and special education, all staff members engaged in a book study, All Students Can Make AYP, published by Kathy Cox, former Superintendent of Georgia Schools. Teachers met in multi-grade groups and identified target students who were on the “bubble” of moving from one performance level to another. Teachers planned and implemented appropriate interventions for the target students with great success. Consequently, performance for third and fifth grade students increased on the 2011 assessment.

A strong, positive trend is evident in the data for the percent advanced (Exceeds) when the tables are viewed across five years. This success is attributable to deliberate initiatives that have been implemented throughout the years to increase student achievement. Common assessments are used to inform instruction, and all teachers are afforded common planning time to collaborate on the design and selection of instructional tasks that maximize student engagement. In addition, weekly student achievement meetings are held for teams to discuss target students and address their needs for remediation or enrichment.

In mathematics, Simpson provides an advanced content curriculum for those students who are identified as the highest achieving learners. One will note, in particular, a significant gain in the percentage of students who exceeded expectation (81%) in fifth grade reading during 2010 as compared to all four prior

years (45%-61%). This resulted from a concerted effort on the part of fifth grade teachers to improve student performance in reading. Their efforts included using common assessments to identify students who needed additional instruction in particular skills, using flexible groups to target those skills, providing additional resources to address reading deficits and implementing an after-school tutoring program. All students benefited from these efforts, including targeted subgroups.

When studying the most recent student data, a minimal achievement gap exists among sub groups by race, economically disadvantaged and special education. However, it should be noted these groups of students all fall within the Students With Disabilities (SWD) category and individual education plans are part of the instructional planning and implementation process. Simpson's special education program includes six self-contained special education classes in grades three-five serving students which includes Autism Spectrum Disorder Mild (ASD-MI), Autism Spectrum Disorder Moderate (ASD-MO), Mild Intellectual Disability (IdMi), Other Health Impaired (OHI) and Specific Learning Disorder (SLD). Frequent review of this sub group through the use of general education assessments, with or without modifications, is designed to compare present levels of functioning against specific standards set forth for each student. Simpson is committed to increasing student achievement for all students.

2. Using Assessment Results:

The staff at Simpson uses assessment data to analyze and improve student and school performance in a systematic and cyclical framework focusing on continuous improvement. We use the following teaching/learning cycle:

1. Use frequent, common assessments to inform instruction.
2. Disaggregate test data.
3. Develop (and/or use county) instructional focus.
4. Deliver the instructional focus.
5. Administer frequent assessments.
6. Use tutorials to re-teach non-mastered target areas.
7. Provide enrichment opportunities for mastery students.
8. Reinforce learning through maintenance.
9. Monitor progress.

Rather than initiating random acts of improvement, our methodical and focused system of improvement efforts are integrated and results-oriented. All schools participate in Gwinnett County's Results Based Evaluation System (RBES) which is a comprehensive evaluation system of both district and local school achievement results. Using levelers (Free/Reduced lunch status and Cognitive Abilities Test scores), each school in the district is evaluated using a weighted school assessment (WSA) with one hundred points available. Seventy percent of the WSA rests in the Student Achievement portion. Achieving benchmark points is the expectation and is considered indicative of World Class Performance. Other school attributes on the WSA include initiatives to improve student achievement, customer satisfaction and school management.

In alignment with Gwinnett County Board of Education's Theory of Action which focuses on managed performance/empowerment, schools receive support and interventions based upon levels of need from their Weighted School Assessment (WSA) scores. With categories of Unacceptable, Opportunity, Acceptable and Recognized, district leaders offer managed intervention, assisted intervention, support and flexibility. At Simpson, we are very proud to have received the highest WSA score (97 points out of 100) among the seventy seven elementary schools in our county for the 2010-2011 school year. Schools attaining the "Recognized" level also receive a financial award to assist with flexibility in budget, hiring and organizational design.

From the county's analysis of school performance using the weighted school assessment, the process of continuous improvement moves to the local school. Staff members review all test data, determining strengths and weaknesses by school, grade level, classroom teacher and student. Together, the Building

Leadership Team and Teaching and Learning Council create the Local School Plan for Improvement (LSPI), indicating the school's yearlong plan to increase student achievement in core curriculum areas. Components of the LSPI include two-three strategic goals aligned with the county goals, our school's instructional objectives, rationale for these objectives, baseline data, indicators of success, measurement tools, implementation plan, professional learning, budget source and date of completion. It has never been sufficient for a goal to say, "All students will meet expectations." Instead, our goals have always included, "Increase the percentage of students who exceed expectations."

Just as the school sets goals through the LSPI process, teachers likewise set personal goals through the Results Based Evaluation System (RBES) process. Once the LSPI process has been completed at the beginning of each school year (LSPI goals should target a three-five year span), each teacher disaggregates his/her own test data, analyzes students' academic performance in his/her current class, studies distractor analyses of the curriculum standards and reflects upon his/her own teaching strengths and weaknesses. In collaboration with colleagues and administrators, every teacher writes one-two personal goals for which he/she is accountable. As reflective practitioners, teachers review their goals at mid-year and end of year, charting progress, identifying implementation steps not yet accomplished and targeting students who are at risk or in need of enrichment. These goals, in conjunction with observations, walkthroughs and focused conversations with teachers enable administrators to monitor the teaching and learning in our school.

Both local school-developed assessments and county interim assessments provide teachers information about grade level student progress. Teachers review individual student achievement, alter instruction immediately, share progress monitoring and develop appropriate common assessments at weekly student achievement meetings.

The disaggregation and analysis of data shows the pathway to success. High quality goals that are specific, measurable, attainable, relevant and time-oriented produce results that support the strategies and mission of our school and district. Gwinnett County's 360 degree cycle of continuous improvement from the county to the local school, to the classroom, to the teacher, to the individual student and back again establishes a sound, methodical process for ensuring student success.

3. Sharing Lessons Learned:

Through our study of professional learning communities, we recognize the importance of collaboration. We greatly benefit from opportunities within our school, county, state and nation to collaborate with fellow educators about effective strategies.

In our school system of over 134 schools, the school attendance zones are designed to form "clusters" of schools. Each cluster has one high school, one-two middle schools and four-five elementary schools. We are fortunate in our cluster to also have one alternative middle/high school. The principal at Simpson meets monthly with the principals of the four other elementary schools in our cluster. The principals review topics such as grading procedures, common assessments and technology integration. Their goal is for all five elementary schools to establish similar processes and procedures.

Monthly, the principals from all the schools in our cluster meet to discuss issues that cross over instructional levels – elementary, middle and high. One of our primary goals is to ensure the transition from elementary to middle and middle to high school is a smooth one for students (and parents). The principals' discussions focus on alignment of curriculum K-12 and best teaching practices.

One of the many strengths of our cluster of schools is the design and implementation of six vertical teams in Language Arts, Mathematics, Science, Social Studies, Modern Classical Language and Special Education. Under the direction of the principals, each team is comprised of teachers and instructional coaches from the nine cluster schools. The vertical teams meet quarterly to plan curriculum alignment K-12 and design common assessments.

Through the years, our staff has had many opportunities to both host and visit other exemplary schools to share successful strategies. For example, a school within our county observed our goal/setting process, several elementary schools have observed Reading, Writing and Math workshop lessons and another school observed teacher collaboration meetings. Staff members have made numerous presentations at professional conferences such as the League of Professional Schools, the National Council of Teachers of Mathematics and the National Staff Development Council. Several of the schools in our cluster offer the International Baccalaureate (IB) program. Principals and designated staff members at all schools have participated in local and national staff development IB conferences. Recently, the principal at Simpson led a staff development session in Alabama, talking with principals about the value of managed performance and empowerment. After reading Steven Covey's book "The Leader in Me", school leaders visited A. B. Combs Elementary School in Raleigh, North Carolina to observe their phenomenal student leadership program. Examples such as these rejuvenate our staff's desires to pursue excellence at the highest level.

4. Engaging Families and Communities:

We have found **transparency** to be the key foundational piece upon which to build student success. We actively seek and support family and community involvement in our school. A "team approach" ensures all key stakeholders understand our school's history, data, processes and procedures. The following components serve as cornerstones: 1) targeted communication with parents about instruction and assessment, 2) open and ongoing communication about all aspects of school life, 3) active parent/family involvement and 4) welcomed business/community involvement.

Targeted Communication with Parents about Instruction and Assessment

- A) Curriculum Nights
- B) Quarterly progress reports
- C) Weekly Friday Folders containing information about student performance
- D) Required Parent/Teacher conferences twice yearly
- E) Parent/Teacher conferences at the request of either participant
- F) Parent Portal – online key information source for parents about their child's academic performance twenty four hours a day
- G) Student Support Team meetings

Open and Ongoing Communication about All Aspects of School Life

- A) County-sponsored website that provides countywide information and individual schools' test results
- B) School/PTA website that hosts a master calendar of events, links to special activities, photo album, school accomplishments and links to staff web pages
- C) All teaching staff created web pages
- D) Principal "open door policy"
- E) Weekly school e-newsletter
- F) Weekly class e-newsletters
- G) PTA classroom coordinators for all homeroom classes
- H) Two-way email between parents and staff members
- I) Weekly meeting between principal and PTA co-presidents
- J) Monthly PTA Executive Board meeting
- K) Quarterly PTA General Membership meeting
- L) Quarterly School Council meetings
- M) Vertical Teams Across Levels – Elementary, Middle and High

Active Parent/Family Involvement

- A) PTA Executive Board and working committees – 61 parent volunteers
- B) Star Shiners – parent/community volunteers who tutor individual students twice weekly

- C) Art Moms, Media Moms, Field Day volunteers
- D) Drama Posse – parents who support the music teacher prior to and during the spring musical
- E) Family and community members who serve as classroom helpers, visit for lunch and attend school events such as Bingo Night and Fall Festival
- F) Average seventy five visitors to our school per day

Welcomed Business/Community Involvement

- A) Partnerships with community businesses who financially support school events such as staff appreciation week and field days.
- B) Business leaders, parents and school administrators serve on a cluster foundation that offers grants to teachers and provides needs and services to all schools in our cluster.

1. Curriculum:

The Academic Knowledge and Skills (AKS) are the standards for academic excellence for all students in Gwinnett County Public Schools (GCPS). In every GCPS classroom, instruction and assessment are tailored so all students master the AKS. The alignment of AKS with standardized assessments— such as the SAT and ACT college-admissions tests — ensures GCPS students are well-prepared for these national measurements of achievement. GCPS’ rigorous AKS curriculum also aligns with the state curriculum, currently known as the Georgia Performance Standards (GPS). This alignment assures that students are prepared for state tests, including the Georgia High School Writing Test and state-required End of Course Tests for designated high school courses.

Since its inception in 1996, GCPS’ AKS curriculum has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of this ongoing effort, the Gwinnett Educational Management System (GEMS) Oversight Committee— comprised of community and GCPS staff members— meets annually to review proposed additions, deletions and changes to the AKS that are a result of school and community surveys. Following validation by the GEMS committee, recommendations are submitted to the superintendent for approval by the School Board with implementation the following school year.

As GCPS transitions to the newly adopted Common Core Georgia Performance Standards (CCGPS), the AKS will continue to evolve to incorporate all state and national learning standards. The CCGPS for English language arts, mathematics and literacy in science, history/social studies and technical subjects will ensure all Georgia students have equal access and opportunity to master the skills and knowledge needed for success. Effective implementation of the CCGPS requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills and contextualized tasks for students that effectively engage 21st century learners. The standards create a foundation to work collaboratively within a school, across schools via vertical teams, and across districts, pooling resources and expertise, to create curricular tools, professional development, common assessments and other instructional materials. Simpson teachers have clear and focused expectations that are aligned and consistent with the state learning standards. These standards assist educators in working together with students and parents toward shared goals.

Simpson is uniquely prepared to make the transition from Georgia Performance Standards to the Common Core Georgia Performance Standards because of its consistent use of research-based curricula and instructional methods that facilitate increased achievement for all students. Simpson is successful due to clear and measurable expectations for student learning that provide opportunities for all students to acquire requisite knowledge and skills. As a result of this acquisition of knowledge and skills, students are able to apply knowledge through critical thinking, problem solving, modeling and higher order thinking skills. Simpson ensures teachers use proven instructional practices that actively engage students in the learning process and provide opportunities for students to apply their knowledge and skills to real world situations.

2. Reading/English:

The Academic Knowledge and Skills (AKS) are the standards and curriculum for academic excellence in reading for all students in Gwinnett County Public Schools. They are based on the Georgia Performance Standards. The AKS are the “what” teachers are to teach and students are to learn. In the primary grades, learning to read focuses on letters, sounds, and words, along with reading with accuracy and with expression. As students move into the upper elementary grades, “learning to read” progresses to “reading

to learn” content material where there is a deepening awareness of the demands of text, and the need for students to read to communicate conceptual understandings. Students acquire skills to become lifelong readers.

Simpson chose a balanced instructional approach to the teaching of reading because this approach is based on the Reading Workshop method which includes reading that is modeled, shared, guided, and independent. Teachers read daily, modeling fluency, thinking processes, reading skills and reading strategies. They also build a class literacy history with varied genres and authors. The three primary components of Reading Workshop are mini lessons, guided practice and independent practice. Students acquire foundational reading skills, including comprehension skills, through the effective implementation of each of these components.

Mini lessons introduce or reinforce reading strategies or reading skills and provide time for explicit teaching. Guided reading groups provide support for individuals and small groups of students at their instructional reading level. Guided reading groups are used daily with students performing below grade level, and less often for students reading above grade level. During independent reading, students read and discuss text with partners, record responses in journals and confer with the teacher. As teachers bring Reading Workshop to a close each day, students summarize and demonstrate knowledge as evidence of their new understandings about reading.

Multiple reading assessments are utilized by the teacher to gather information to inform and refine reading instruction. Running records, teacher observations, and classroom created assessments, along with the Developmental Reading Assessment (DRA) level of a student are used to determine the performance level of a student. Simpson uses a K-5 Reading Communication Report to record assessment data and communicate progress to parents. Reading Workshop gives students the opportunity to maximize reading time and helps students become more effective readers. Reading Workshop provides an organized and efficient method for differentiating instruction for all students.

3. Mathematics:

Educators at Simpson Elementary School are committed to teaching mathematics for understanding. The Academic Knowledge and Skills (AKS) for mathematics in grades kindergarten through five are based around six goals for all students:

- *becoming mathematical problem solvers
- *learning to reason mathematically
- *learning to communicate mathematically
- *learning to make connections among mathematical ideas
- *learning to use mathematics in their daily lives
- *becoming proficient with appropriate computational tools and techniques

Simpson students are not only expected to become proficient in appropriate computational skills, but also to be actively involved in constructing and applying mathematical ideas. By using physical models, “hands-on” activities, and technology such as computers and calculators, students are participating in concrete experiences that provide them opportunities to solve problems and demonstrate understanding.

Thirty classroom and support teachers recently completed a four hour class entitled ‘Student Centered Mathematics’ in which our county’s balanced numeracy framework, technology rubrics and model lessons were explored. Teachers who participated in this class performed task selection activities with their students and shared the results with their class colleagues. Making connections, increasing student engagement and teaching for understanding are all focus points for our math instruction.

During parent conferences twice a year, teachers discuss students’ progress on a continuum from the novice level to the strategic level in both computation and problem solving areas. All instructional decisions are based on student work portfolios, rather than just one assessment or activity.

Quarterly interim math assessments inform teachers regarding specified instructional direction, small group formation, as well as targeted content objectives where students may require additional challenge or extension. This quarterly interim test is also used as a common assessment for each grade level and helps bridge gaps between general education and special education students. In some cases, students have been given the opportunity to move from a more restrictive environment to a lesser one based on the high quality of instruction and the assessment that informs that instruction.

Simpson teachers collaborate and confer with each other in weekly meetings to discuss students who are performing both above and below grade level and selecting tasks to best meet their individual needs. Our math support teachers provide intervention strategies to struggling students as well as challenges to those who are in need of acceleration.

4. Additional Curriculum Area:

Students at Simpson participate in a visual arts program that encourages and enables every child to reach his/her potential. Students have opportunities to learn about various art styles, mediums and artists. Art is studied from a global cultural perspective as well as an historical perspective.

Students are challenged to make personal connections with the art and artists they study. For example, third grade students studied glass artist Dale Chihuly this year. The students learned Dale Chihuly sculptures are on display at the Atlanta Botanical Gardens. After this study, several students made trips with their families to the gardens to see the artist's work. Technology made it possible for the students to watch Mr. Chihuly work with hand blown glass and better understand this rare technique. Although it was not possible to work with glass in the classroom, the children used Chihuly's organic theme as inspiration to create flower sculptures of their own. They colored plastic water bottles that were then cut and dipped into boiling water by the art teacher to alter the form and create beautiful sculptures. The results were unpredictable and surprising. Each piece was unique and every child found success in his/her creation. The Chihuly-inspired flowers were displayed in a public gallery within our school for parents, teachers and visitors to enjoy.

Students at Simpson employ higher order thinking skills such as comparing and contrasting works of art in order to gain a deeper appreciation and understanding of them in relation to their time and place in the world. They learn how to critique a work of art by analyzing the basic elements of line, shape, form, color and texture found in a piece. They also learn to form judgments about a work of art based on their own feelings and interpretations. The students often write reflections about their own artwork which help them internalize their learning and prepare them to share their new knowledge at home with their families. This is a meaningful time for children to express what they like about their own work and what they might change about their work and why. Our visual arts program allows all children the opportunity to engage their creative skills and abilities as well as their intellect and emotions through hands-on experiences.

5. Instructional Methods:

Simpson teachers differentiate instruction on a daily basis. Teachers use a workshop approach in teaching reading, writing and math which enables them to meet the needs of all learners. For example, in reading, students select books on their individual reading levels. While students are reading independently, the teacher can work with a small group who may need remediation or enrichment.

Simpson teachers use technology to help them identify students' strengths and weaknesses. After taking a county benchmark assessment, which is often done online, a teacher can look at the data in a variety of ways and easily identify students who have mastered or not mastered the tested objectives. Teachers can administer pretests before a unit begins in order to identify which students have already mastered the material. Then, the teacher plans enrichment assignments for those designated students.

Students with disabilities in math intervention programs at Simpson use Success Maker, an online individualized program designed to help students make gains in reading and math. After an initial placement section, Success Maker provides detailed information on areas of weakness. The program individualizes instruction to meet each learner's needs.

Each classroom teacher uses a Mimio device, a tool which enables the whiteboard to become interactive. This technology tool is another way in which teachers differentiate instruction. Teachers plan interactive activities with their learners in mind. For example, a third grade teacher can plan a multiplication review activity with problems that vary in difficulty. Student A, who has not mastered 0-5 facts, would be asked to come to the board and click on the answer to 3×4 ; Student B would be asked to come to the board and draw an array illustrating 7×9 . The Mimio is an engaging tool for students and teachers.

Our students' needs can also be met through the use of computer labs around the school. Simpson has three productivity computer labs with thirty computers in each, one mini lab with eleven computers and two laptop carts with sixteen laptops each. Teachers plan activities that require students to apply their technology skills. For example, fourth grade students recently completed a twelve page PowerPoint slideshow on food chains. Rather than filling in blanks on a pre-made template, students designed their own slideshows.

Meeting the needs of Simpson's students is a top priority, and incorporating technology helps make learning fun and engaging.

6. Professional Development:

Our district requires and provides classes for at least twenty hours of professional development each year for all full time staff. These classes focus on new curriculum, new technology and Quality Plus Teaching Strategies that have a positive impact on student learning. Our staff believes the most powerful professional learning is embedded in the work we do with our students each day; therefore, twenty or more hours of learning takes place each year in our local school environment.

For the past seven years, our staff has worked together to form Professional Learning Communities which provide the opportunity for everyone to learn together by sharing and modeling best teaching practices. Our efforts began with best practices in exemplary schools across the country. Concurrently, our district identified and implemented Quality Plus Teaching Strategies which supported the best practices already in place. To ensure best practices were used consistently and pervasively throughout our school, we made a concerted effort to provide professional learning to support this concept.

Professional Learning Communities were developed and collaborative planning groups were established based on grade levels and areas of expertise, including the effective use and integration of new technology. Each group learned to more effectively use student data to inform and adjust instruction. Common assessments were developed, lessons were planned, and instructional practices were changed to produce ongoing improvement in student achievement. Peer coaching provides another layer of support as we accomplish our goal of implementing effective teaching practices in every classroom.

Simpson has sixteen self-contained classes (approximately one hundred students) that support a wide range of special needs students, as well as a general education population of approximately nine hundred students. With this range in student needs, we focus on differentiating our instruction to meet the needs of our students. Collaboratively, we read the book, Students with Disabilities Can Make AYP, and learned how to identify and provide appropriate instruction for those students who were considered "bubble" students. The Response to Intervention (RTI) process for general education students was also studied and implemented collaboratively. To address the needs of our gifted population, we have developed and implemented an accelerated math program and are in the process of developing an accelerated language arts program. Currently, we are offering professional learning classes to sustain our efforts on the effective implementation of Reading Workshop, Writing Workshop and Math Workshop as methods for providing a differentiated environment for **ALL** students.

7. School Leadership:

Quaker leader C. W. Perry said, “Leadership is accepting people where they are, then taking them somewhere.” At Simpson Elementary, our desire is to build a team that produces, a team that shares responsibilities, a team that has high regard for one another and a team that makes decisions in the best interest of children.

To that end, our organizational chart is designed to empower every staff member to lead. Simpson has one principal, two fulltime assistant principals and two part time assistant principals. We have one hundred twenty three staff members. We believe in a shared governance approach so we have divided our organization into two distinct sections – a Building Leadership Team (comprised of one member from each grade level and support team) and a Teaching and Learning Council (comprised of two members from each certified grade level team or area).

The Building Leadership Team (BLT) meets monthly with the principal serving as facilitator. Using protocols from the School Reform Initiative, the team reviews data and determines the strengths and weaknesses of Simpson’s instructional program, then writes the goals for the school’s yearly Local School Plan for Improvement. They also oversee the master calendar and schedules. This team serves as the Media Committee and Student Removal Committee. Each BLT member is the leader of his/her grade level and facilitates monthly grade level meetings. Additionally, BLT members facilitate Simpson’s three standing committees: Climate, Culture and Technology. These leaders provide essential communication within and among all school teams.

The Teaching and Learning Council (TLC) is responsible for overseeing curriculum and instruction, collaborative planning and professional learning under the guidance of the assistant principal. This team meets regularly to discuss the implementation of the Local School Plan for Improvement, Quality Plus Teaching Strategies, assessment and teaching tasks. One member from each grade level facilitates weekly and quarterly grade level collaborative planning meetings. The second member facilitates weekly grade level student achievement meetings at which collaborative examination of student work and discussion and design of common assessments take place.

Every staff member is asked to serve in one leadership capacity, i.e., BLT, TLC or one of the three standing committees. From planning to performance, we desire for every staff member to take ownership in our journey to excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Georgia CRCT

Edition/Publication Year: Annual 2007-2011 Publisher: GA Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	97	94	99	97	98
Exceeds	77	79	82	79	72
Number of students tested	160	160	165	140	183
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	62	58	50	50	
Exceeds	38	26	25		
Number of students tested	8	19	12	6	
2. African American Students					
Meets + Exceeds	90				
Exceeds	40				
Number of students tested	10	6	5	3	7
3. Hispanic or Latino Students					
Meets + Exceeds	92	57			
Exceeds	54	43			
Number of students tested	13	14	6	5	5
4. Special Education Students					
Meets + Exceeds	75	53	93	86	96
Exceeds	33	33	57	57	37
Number of students tested	12	15	14	14	27
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested	2	4		2	1
6. Asian Pacific Islander					
Meets + Exceeds	100	100	100	100	95
Exceeds	62	85	88	93	67
Number of students tested	13	13	16	15	21
NOTES:					
In 2006-2007, no students tested were Economically Disadvantaged. In 2008-2009, no students tested were ELL. During 2007-2009, the scores of special education students who reside in another school zone were reported with their home school. Beginning in 2010, the scores of those students were reported with their attending school, thus are included here.					

12GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Georgia CRCT

Edition/Publication Year: Annual 2007-2011 Publisher: GA Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	98	95	99	100	98
Exceeds	80	76	73	78	76
Number of students tested	160	160	165	140	182
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	88	58	46	67	75
Exceeds	38	21	23	17	50
Number of students tested	8	19	13	6	8
2. African American Students					
Meets + Exceeds	80				
Exceeds	30				
Number of students tested	10	6	5	3	7
3. Hispanic or Latino Students					
Meets + Exceeds	100	57			
Exceeds	62	43			
Number of students tested	13	14	6	5	5
4. Special Education Students					
Meets + Exceeds	83	46	100	100	89
Exceeds	33	33	43	50	48
Number of students tested	12	15	14	14	27
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested	2	4		2	
6. Asian Pacific Islander					
Meets + Exceeds	100	100	100	100	100
Exceeds	77	69	63	80	65
Number of students tested	13	13	16	15	20
NOTES:					
During 2006-2007 and 2008-2009, no students tested were ELL. During 2007-2009, the scores of special education students who reside in another school zone were reported with their home school. Beginning in 2010, the scores of those students were reported with their attending school, thus are included here.					

12GA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Georgia CRCT

Edition/Publication Year: Annual 2007-2011 Publisher: GA Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	99	100	100	99	99
Exceeds	82	86	74	67	76
Number of students tested	153	151	130	163	154
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	93	54	63	33	
Exceeds	57	24	25	11	
Number of students tested	14	17	8	9	
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested	7	7	3	3	4
3. Hispanic or Latino Students					
Meets + Exceeds	91	80			
Exceeds	82	53			
Number of students tested	11	15	7	5	2
4. Special Education Students					
Meets + Exceeds		53	91	87	
Exceeds		21	18	27	
Number of students tested	7	19	11	15	8
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested	1	1		2	
6. Asian Pacific Islander					
Meets + Exceeds	100	100	100	95	100
Exceeds	77	91	87	70	90
Number of students tested	13	11	15	20	10
NOTES:					
In 2006-2007, no students tested were Economically Disadvantaged. During 2006-2007 and 2008-2009, no students tested were ELL. During 2007-2009, the scores of special education students who reside in another school zone were reported with their home school. Beginning in 2010, the scores of those students were reported with their attending school, thus are included here.					

12GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Georgia CRCT

Edition/Publication Year: Annual 2007-2011 Publisher: GA Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	99	100	100	100	100
Exceeds	79	81	75	79	71
Number of students tested	153	151	130	163	154
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	86	65	63	33	40
Exceeds	36	18	25		20
Number of students tested	15	17	8	9	10
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested	7	7	3	3	4
3. Hispanic or Latino Students					
Meets + Exceeds	91	80			
Exceeds	64	47			
Number of students tested	11	15	7	5	2
4. Special Education Students					
Meets + Exceeds		68	82	93	
Exceeds		16	36	33	
Number of students tested	7	19	11	15	8
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested	1	1		2	
6. Asian Pacific Islander					
Meets + Exceeds	92	100	100	95	100
Exceeds	77	91	87	70	90
Number of students tested	13	11	15	20	10
NOTES:					
During 2006-2007 and 2008-2009, no students tested were ELL. During 2007-2009, the scores of special education students who reside in another school zone were reported with their home school. Beginning in 2010, the scores of those students were reported with their attending school, thus are included here.					

12GA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Georgia CRCT

Edition/Publication Year: Annual 2007-2011 Publisher: GA Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	98	94	98	97	98
Exceeds	87	82	86	69	78
Number of students tested	154	143	170	159	165
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	60	54	36	
Exceeds	50	40	36	9	
Number of students tested	10	10	11	11	
2. African American Students					
Meets + Exceeds					100
Exceeds					50
Number of students tested	4	4	3	4	10
3. Hispanic or Latino Students					
Meets + Exceeds	92	75			
Exceeds	54	50			
Number of students tested	13	12	5	5	3
4. Special Education Students					
Meets + Exceeds	85	50	87		75
Exceeds	38	14	31		25
Number of students tested	13	14	13	9	12
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested	2		1		
6. Asian Pacific Islander					
Meets + Exceeds	100	100	95	100	
Exceeds	92	100	85	82	
Number of students tested	13	12	20	11	
NOTES:					
In 2006-2007, no students tested were Economically Disadvantaged. During 2007-2007, 2007-2008 and 2009-2010, no students tested were ELL. During 2007-2009, the scores of special education students who reside in another school zone were reported with their home school. Beginning in 2010, the scores of those students were reported with their attending school, thus are included here.					

12GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Georgia CRCT

Edition/Publication Year: Annual 2007-2011 Publisher: GA Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	96	98	98	96
Exceeds	81	57	61	52	45
Number of students tested	153	143	170	159	165
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	100	60	55	46	57
Exceeds	50	30	9		14
Number of students tested	10	10	11	11	7
2. African American Students					
Meets + Exceeds					100
Exceeds					50
Number of students tested	4	4	3	4	10
3. Hispanic or Latino Students					
Meets + Exceeds	100	83			
Exceeds	69	25			
Number of students tested	13	12	5	5	3
4. Special Education Students					
Meets + Exceeds	100	57	85		67
Exceeds	31		23		
Number of students tested	13	14	13	9	12
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested	1		1		
6. Asian Pacific Islander					
Meets + Exceeds	100	100	95	100	89
Exceeds	92	100	65	55	33
Number of students tested	12	12	20	11	18
NOTES:					
During 2006-2007, 2007-2008 and 2009-2010, no students tested were ELL. During 2007-2009, the scores of special education students who reside in another school zone were reported with their home school. Beginning in 2010, the scores of those students were reported with their attending school, thus are included here.					

12GA3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets + Exceeds	97	95	98	97	98
Exceeds	81	82	81	71	75
Number of students tested	467	454	465	462	502
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	4	3	0	0	1
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	87	56	54	38	0
Exceeds	50	28	28	7	0
Number of students tested	32	46	31	26	0
2. African American Students					
Meets + Exceeds	42	0	0	0	47
Exceeds	19	0	0	0	23
Number of students tested	21	17	11	10	21
3. Hispanic or Latino Students					
Meets + Exceeds	91	70	0	0	0
Exceeds	62	48	0	0	0
Number of students tested	37	41	18	15	10
4. Special Education Students					
Meets + Exceeds	62	52	90	66	74
Exceeds	27	22	36	31	27
Number of students tested	32	48	38	38	47
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested	5	5	1	4	1
6.					
Meets + Exceeds	100	100	98	97	96
Exceeds	77	91	86	80	74
Number of students tested	39	36	51	46	31
NOTES:					

12GA3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets + Exceeds	98	96	98	99	97
Exceeds	80	71	69	69	64
Number of students tested	466	454	465	462	501
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	4	3	0	0	1
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds	90	61	53	46	55
Exceeds	40	21	18	3	27
Number of students tested	33	46	32	26	25
2. African American Students					
Meets + Exceeds	38	0	0	0	47
Exceeds	14	0	0	0	23
Number of students tested	21	17	11	10	21
3. Hispanic or Latino Students					
Meets + Exceeds	97	73	0	0	0
Exceeds	65	39	0	0	0
Number of students tested	37	41	18	15	10
4. Special Education Students					
Meets + Exceeds	71	57	89	73	68
Exceeds	24	16	34	31	27
Number of students tested	32	48	38	38	47
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested	4	5	1	4	0
6.					
Meets + Exceeds	97	100	98	97	95
Exceeds	81	86	70	69	58
Number of students tested	38	36	51	46	48
NOTES:					

12GA3